DOCUMENT RESUME

ED 167 551 SP 013 960

TITLE	Facilitating Inquiry in the Classroom. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Audiolingual Skills; *Inquiry Training; Inservice Teacher Education; *Instructional Materials; Interaction; *Learning Modules; Learning Processes; *Listening Skills; *Questioning Techniques; Student Teacher Relationship; Validated Programs; Workshops

ABSTRACT

The learning module described is for the use of inservice teachers interested in a study of the process of inquiry. It is designed for a workshop-sized group of teachers at the secondary school level but may be adapted for teachers in the middle school. The topics addressed in this product relate to the process of inquiry and include questioning and response techniques and listening techniques. The scope and sequencing of topics are outlined and the activities and resources involved in use of this module described. A critique of the product is included and also ordering and price information. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167551

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Title: FACILITATING INQUIRY IN THE CLASSROOM

Publication Date(s): 1970; revised, 1972

Intended Users: Inservice teachers interested in a study of the process of inquiry

Grade Level(s): Developer suggests the material for secondary level; the describer also feels the content is adaptable for teachers in the middle school

Number: Workshop-sized group

Primary Focus: The product focuses on identifying, practicing and gaining skill in using interaction patterns in the inquiry process.

School subject(s) and/or inservice topic(s) covered:

The inservice topics addressed in this product relate to the process of inquiry and include questioning and response techniques and listening techniques. Some subtopics include: inquired behavior developing problem focuses, allowing inquired to happen, using allowing inquiry moves, facilitating growth moves and using them, and tuning in moves (as well as using them).

What participant does in using the materials:

For each subset, the participant reads handouts, listens to a tape, and does exercises called for on the tape. The participants then form into groups of four and perform exercises as indicated on the tapes. Group discussion may follow.

Resources:

The product components include four tapes, a Leader's Guide and a participant materials packet. Needed for course implementation will be a tape recorder and empty reels, transparencies and an overhead projector. A group instructor is needed, who will make all organizational arrangements for the program. Workshop completion will require seven full six-hour days, or 40-45 hours of working application.

Describer critique:

This program is a detailed, highly organized workshop with down-to-the-minute directions and extensive aids for the user. It is highly adaptable, easy to follow, and clearly written. With its many components, the product may prove to be physically cumbersome.

SP013960

1.0 PURPOSES:

The purpose of the Inquiry Workshop is to accomplish the following goals for each participant:

1. Use speaking skills in trios, small groups ;
2. Use listening skills in trios, small groups;
3. Use speaking skills in unstructured situations (on own);
4. Use listening skills in unstructured situations (on own);
5. Name tactical moves which allow inquiry and state the intent of each ;
6. Identify tactical moves which allow inquiry from enactments or tape recordings;
7. Use only those tactical moves which allow inquiry while interacting with a group of inquirers;
8. Develop four problem focuses that meet the criteria ;
9. Identify general inquirer actions (evolving ideas);
10. Judge if a problem focus meets stated criteria;
11. Name the seven inquirer actions and subject of actions ;
12. Label examples of inquirer actions and subject of actions ;
13. Identify inquirer actions when observing student-teacher interaction ;
14. Use tactical moves allowing inquiry in response to inquirer actions from a problem presented to them;
15. Name those tactical moves which facilitate growth and state the intent of each;
16. Identify tactical moves facilitating growth from enactments or tape recordings;
17. Identify student actions which indicate awareness of inquiry process ; and
18. Identify when students share perceptions and attitudes about the inquiry process

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product consists of:

1 looseleaf Leader's Guide (409 pages)
4 tapes (10 minutes per side)
1 Participants' Materials Packet (379 pages)

Contents of the Packet include:

Subset 1 - Orientation (8 pages)
Subset 2 - Experiencing Inquiry as an Inquirer (18 pages)
Subset 3 - Identifying Possible Risks and Advantages (17 pages)
Subset 4 - Allowing Inquiry to Happen (15 pages)
Subset 5 - Inquirer Behavior (23 pages)
Subset 6 - Practicing Allowing Inquiry Moves (75 pages)
Subset 7 - Evaluating Teamwork Relations (17 pages)
Subset 8 - Developing Problem Focuses (14 pages)
Subset 9 - Using Allowing Inquiry Moves (19 pages)
Subset 10 - Assessing First Practice Tape (11 pages)
Subset 11 - Individual Trio Member Rating (7 pages)
Subset 12 - Facilitating Growth Moves (7 pages)
Subset 13 - Using Facilitating Growth Moves (21 pages)
Subset 14 - Assessing Second Practice Tape (11 pages)
Subset 15 - Tuning in Moves (35 pages)
Subset 16 - Using Tuning in Moves (15 pages)
Subset 17 - Assessing Third Practice Tape (10 pages)
Subset 18 - Assessing Fourth Practice Tape (10 pages)
Appendix A - Transparency Set (21 pages)
Appendix B - Learning Objectives (6 pages)
Appendix C - Typescripts of Confrontation Tapes (16 pages)

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The participants:

- Read handouts ;
- Listen to the tape, completing exercises as directed;
- Form into trios, combining two such trios into groups of six;
- Perform group activities ; and
- Discuss, sharing responses with the group

The above sequence is completed for each subset.

3.2 Help given in use of product:

A 409-page Leader's Guide is provided for the use of the program instructor. It contains all directions for program implementation.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There is an assessment included in each subset which consists of exercises to be answered and self-scored and exercises to be checked by the leader.

"Focusing Question" is a post-assessment feature designed to help participants evaluate their reactions to the workshop itself.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The product components include four tapes, a Leader's Guide, and a Participant Materials Packet. Needed for course implementation will be a tape recorder and empty reels, transparencies, and an overhead projector. A group instructor is needed; s/he will need to make all organizational arrangements for the program. Workshop completion will require seven full six-hour days, or 40-45 hours of working application.

5.2 Distributor name/address:

Northwest Regional Educational Laboratory
400 Lindsay Building
710 Southwest Avenue
Portland, Oregon 97204

Fred Newton (contact)
503 - 224-3650

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
FACILITATING INQUIRY IN THE CLASSROOM Leader's Guide*	$15.00	no	1	yes
Participant's Materials	2.50 each	no	1	yes
Confrontation Tapes** I, II, III, IV	12.27 per set	no	1	yes

*Order from: CEDS
Box 3711
Portland, Oregon 97208

**Not included in Package; order from:
Rex Records
931 S.W. King Street
Portland, Oregon 97205

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Fred Newton, Field Coordinator for Northwest Regional Educational Laboratory developed this workshop. Saralee Bus Northam edited the material for Northwest Regional Laboratory.

6.2 How developed and when:

This product was developed over a five-year period from 1967-1972 with field testing and revisions. The developer states:

> "This has been a pioneering effort in seeking to create mass diffusable techniques to provide learning which gives usable understandings of processes."

The training materials Fred Newton has used are based on the earlier work of two pioneers, J. Richard Suchman and Ben A. Strasser.

6.3 Evidence of effectiveness with users:

The developers provided no results of the field testing which they conducted on the product.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product provides an intensive workshop in analyzing the process of inquiry and improving participants' abilities to better use that process in the classroom. It is well-written, completely organized, exhaustive in its scope. The material is adaptable to a variety of users.

The technical quality of the product is good; the language is clear and concise.

Content accuracy/social fairness/community acceptance issues:

The content seems accurate.

No sexual or ethnic bias is evident.

Some users may not agree with all of the confrontation techniques, but no offensive material seems present.

Overall summary/comment:

This is a "start-to-finish" product, well-organized so that leaders may use it easily and effectively. The wealth of material enables users to develop at least a semester-long inservice training program.

Language is clear and relatively free of jargon.

MN-6/77